



LEWISVILLE ELEMENTARY

4006 Lewisville High
Richburg, SC 29729

Grades	PK-5 Elementary School	
Enrollment	599 Students	
Principal	Dr. Carl A. Carpenter, II	803-789-5164
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Good
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

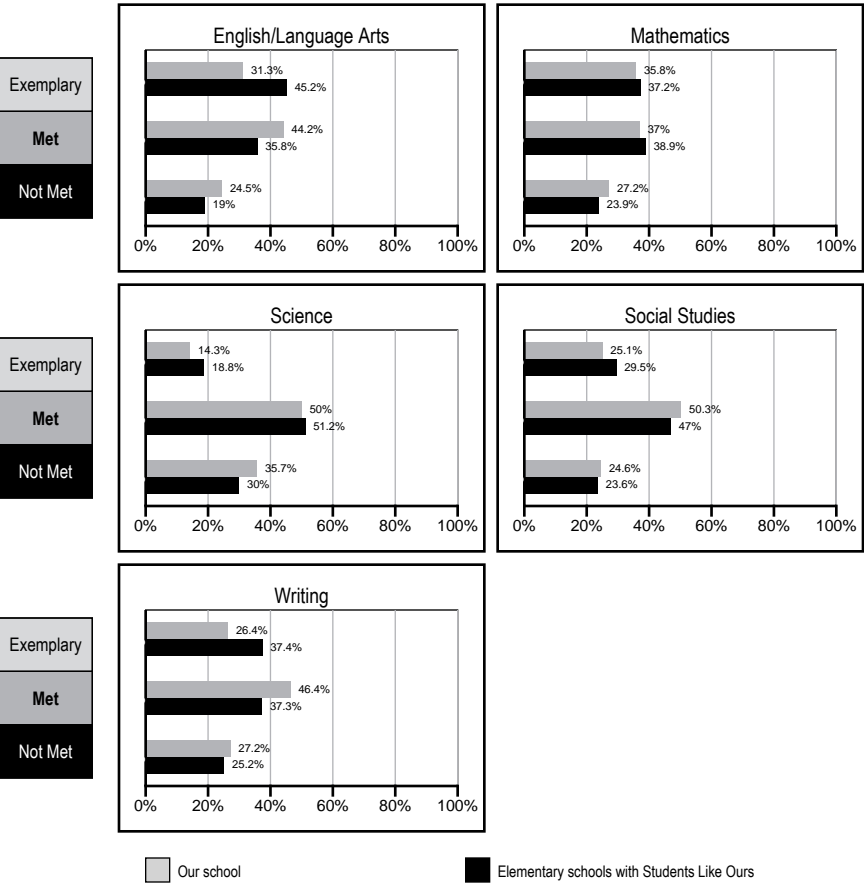
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	39	43	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=599)				
First graders who attended full-day kindergarten	98.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Down from 3.0%	1.2%	1.2%
Attendance rate	95.9%	Down from 96.5%	96.1%	96.1%
Eligible for gifted and talented	10.3%	Down from 10.7%	14.7%	11.7%
With disabilities other than speech	8.1%	Up from 6.9%	8.3%	8.0%
Older than usual for grade	0.2%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Up from 61.5%	60.0%	60.5%
Continuing contract teachers	94.4%	Up from 84.6%	86.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Up from 84.4%	86.9%	87.0%
Teacher attendance rate	93.2%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$49,186	Up 4.3%	\$47,500	\$47,288
Professional development days/teacher	7.7 days	Down from 8.2 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 19.0 to 1	19.9 to 1	19.2 to 1
Prime instructional time	88.5%	Down from 91.2%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,471	Up 10.5%	\$6,978	\$7,548
Percent of expenditures for instruction**	71.1%	Up from 70.9%	68.9%	68.7%
Percent of expenditures for teacher salaries**	68.3%	Up from 67.4%	65.7%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The vision of Lewisville Elementary School is to become a collaborative learning community that is recognized as a leader in academic excellence throughout the state of South Carolina. In order to achieve this vision, we must work together as teachers, parents, and community members to address any concerns that may hinder the academic and social progress of our student population.

At Lewisville Elementary School, our main objective is to improve the academic performance of our students. This goal was addressed by our continued implementation of the Discovery Room Program in K-1 and utilizing Measures of Academic Progress (MAP) RIT scores to determine the educational needs of our students. These programs have made a profound impact on student achievement as evidenced by our spring MAP scores, Discovery Room DRA results, and the 2009 Palmetto Assessment of State Standards (PASS) data. As a result, LES was awarded the Palmetto Silver Award for Academic Excellence and met Adequate Yearly Progress (AYP) in 2009.

This year Lewisville Elementary School provided a plethora of programs to improve character development in our students such as: Student of the Month, Perfect Attendance, Honor Roll, and the Governor's Citizenship Award. LES also participated in a number of community service programs that included: LES Student Council Food Drive, Jump Rope for Heart, and the Founders Federal Credit Union in-school banking program for students.

Students at Lewisville Elementary have access to a number of activities and programs at school. Students have the opportunity to participate in the Cub Club, Chess Club, Step Team Club, Dance Club, Mileage Club, Wee Deliver mail system, Girls on the Run, WLES morning television show, Flag Patrol, Safety Patrol, and the Student Council.

In the future, Lewisville Elementary will continue to address the need of increasing student achievement scores in science. Our test data also indicates that we must focus on raising the achievement scores of our African-American pupils and students that receive free or reduced price lunch. Hopefully, with the support of teachers, parents, and the community, we can address these identified academic needs to ensure that our students are prepared to meet the challenges of the future.

Dr. Carl A. Carpenter, II, Principal
Ann-Marie Barnes, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	87	52
Percent satisfied with learning environment	77.3%	83.9%	82.4%
Percent satisfied with social and physical environment	87.0%	86.2%	88.5%
Percent satisfied with school-home relations	87.0%	92.0%	82.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	288	100	25.3	43.9	30.9	84.4	74.9	83.5	Yes	Yes
Gender										
Male	155	100	32.2	42.5	25.3	80.8	71.4	80.1	N/A	N/A
Female	133	100	17.1	45.5	37.4	88.6	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	185	100	21.3	43.2	35.5	86.4	82.8	89.6	Yes	Yes
African American	90	100	35.6	44.8	19.5	78.2	66.5	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	92.7	I/S	I/S
Hispanic	11	100	9.1	45.5	45.5	100	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	45	100	63.6	31.8	4.5	50	42.6	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	8.3	50	41.7	100	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	35.1	38.4	26.5	76.8	68.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	288	100	28.3	36.4	35.3	79.9	71.7	80.4	Yes	Yes
Gender										
Male	155	100	31.5	34.2	34.2	80.1	69.7	78.4	N/A	N/A
Female	133	100	24.4	39	36.6	79.7	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	185	100	21.9	36.7	41.4	81.7	79.3	87.8	Yes	Yes
African American	90	100	42.5	35.6	21.8	74.7	63.6	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	11	100	18.2	36.4	45.5	90.9	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	45	100	70.5	20.5	9.1	38.6	36.9	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	16.7	33.3	50	91.7	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	37.1	35.1	27.8	72.8	65.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	197	99	35.5	50.3	14.2	64.5	57	67.3
Gender								
Male	101	99	38.9	43.2	17.9	61.1	57.3	66.9
Female	96	99	31.8	58	10.2	68.2	56.7	67.7
Racial/Ethnic Group								
White	130	99.2	25.4	54.2	20.3	74.6	72	79.6
African American	58	98.3	55.4	41.1	3.6	44.6	41.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	31	96.8	75.9	20.7	3.4	24.1	29.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	50	58.6
Socio-Economic Status								
Subsidized meals	113	99.1	47.6	43.8	8.6	52.4	47.5	55.4

Social Studies								
All Students	197	99	25	50	25	75	63.2	70.9
Gender								
Male	104	100	29.6	46.9	23.5	70.4	61.6	70.1
Female	93	97.9	19.8	53.5	26.7	80.2	65.1	71.7
Racial/Ethnic Group								
White	123	98.4	19.6	50.9	29.5	80.4	70.3	79.2
African American	67	100	33.8	49.2	16.9	66.2	55.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	33	97	61.3	25.8	12.9	38.7	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	117	98.3	34.6	45.8	19.6	65.4	56	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	284	98.6	27.2	46.4	26.4	72.8	62.5	72.1	95.9	95.3
Gender										
Male	153	98.7	36.1	43.1	20.8	63.9	54.5	65.2	95.9	95.1
Female	131	98.5	16.5	50.4	33.1	83.5	71.2	79.2	96	95.5
Racial/Ethnic Group										
White	178	97.8	23.6	43	33.3	76.4	69.6	80.8	95.4	94.8
African American	90	100	35.6	51.7	12.6	64.4	54.5	59.7	97	95.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	87	96	97
Hispanic	13	100	18.2	45.5	36.4	81.8	76.7	64.6	96.4	94.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	90.5	95.4
Disability Status										
Disabled	43	90.7	69.2	23.1	7.7	30.8	17.2	27.7	94.8	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	16.7	58.3	25	83.3	77.8	63.7	96.9	95.5
Socio-Economic Status										
Subsidized meals	160	99.4	34	48	18	66	55	61.9	95.5	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	101	99	25.5	30.9	43.6	74.5
	4	101	100	22.9	44.8	32.3	77.1
	5	84	100	21.3	55	23.8	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	84	100	20.5	42.3	37.2	79.5
	4	107	100	26.7	42.6	30.7	73.3
	5	97	100	27.8	46.7	25.6	72.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	101	99	34	41.5	24.5	66
	4	101	100	27.1	41.7	31.3	72.9
	5	84	100	30	52.5	17.5	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	84	100	37.2	30.8	32.1	62.8
	4	107	100	17.8	42.6	39.6	82.2
	5	97	100	32.2	34.4	33.3	67.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	47.8	41.3	10.9	52.2
	4	101	100	34.4	53.1	12.5	65.6
	5	42	100	23.1	71.8	5.1	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	44	97.7	52.5	35	12.5	47.5
	4	106	100	28	60	12	72
	5	47	97.9	37.2	41.9	20.9	62.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	53	100	28	44	28	72
	4	101	100	21.9	55.2	22.9	78.1
	5	42	100	39	43.9	17.1	61
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	97.5	16.2	45.9	37.8	83.8
	4	107	100	19.8	58.4	21.8	80.2
	5	50	98	43.5	34.8	21.7	56.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	101	97	25.8	37.6	36.6	74.2
	4	99	100	29.2	45.8	25	70.8
	5	84	97.6	33.3	44.9	21.8	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	97.6	35.5	35.5	28.9	64.5
	4	105	99.1	23	52	25	77
	5	96	99	24.7	49.4	25.8	75.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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